DOCUMENT RESUME

ED 074 890 HE 003 846

TITLE	Prologue to the Women Studies Program, University of Pittsburgh.
INSTITUTION	Pittsburgh Univ., Pa. Advisory Council on Women's Opportunities.
PUB DATE	[72]
NOTE	65p.
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	*Curriculum Development; *Feminism; *Higher Education; *Womens Education; *Womens Studies

ABSTRACT

This document presents recommendations for a Women's Studies Program at the University of Pittsburgh. Included is an argument for the establishment of such a program, as well as course outlines and reading materials that would be required in the field of women's studies. The program is designed to be an interdisciplinary cooperative effort among the departments rather than an isolated department unto itself. Although no major is presently available in women's studies as such, one can graduate with a self-designed major in Women's Studies. (HS)

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PROLOGUE

TO THE

WOMEN STUDIES PROGRAM

UNIVERSITY OF PITTSBURGH

HE 003 246

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THE FIRST COURSES

Winter 1970

History 188
HISTORY AND SOCIAL ROLE OF WOMEN
Kleinberg, Salper, Rosenthal

Fall 1970

Comparative Literature 104
LITERARY AND SOCIAL VIEWS OF WOMEN
Landy, Rains, Rosenthal

History 188
HISTORY AND SOCIAL ROLE OF WOMEN
Kleinberg

X English 155

X Spanish 104

Winter 1971

CAS 22
WOMEN'S ROLE IN SOCIETY
Kitzerow, Orlin, Rains, Rudt, Sheehan

English 139
WOMEN IN LITERATURE
Donnelly, Rosenthal

History 188
HISTORY AND SOCIAL ROLE OF WOMEN
Kleinberg

SOCIOLOGY WORKSHOP 245 (grad)
Brickston

Spring 1971

CAS 26
DYNAMICS OF FEMALE IDENTITY
Kitzerow, Orlin

History 188
HISTORY AND SOCIAL ROLE OF WOMEN
Kleinberg

Fall 1971

CAS 22
WOMEN'S ROLE IN SOCIETY
Kitzerow, Orlin

English 135
TWENTIETH CENTURY WOMEN WRITERS
Rosenthal, Donnelly

English 139
MYTHOLOGY OF WOMEN
Landy

History 188
HISTORY AND SOCIAL ROLE OF WOMEN
Kleinberg

Winter 1972

CAS 38
FREUD: WOMEN AND CHILDREN
Lore Rubin

Memo to: Chancellor Wesley W. Posvar, Mr. Dave Powers and the four Study Officers

From: Advisory Council on Women's Opportunities

Date: May 10, 1971

Subject: The Case for Women's Studies

The ACWO Task Force on Women's Studies has arrived at the attached set of recommendations on Women's Studies on the basis of the following experiences over the past year:

1) Written descriptions of existing and proposed Women's Studies Programs at other universities;

2) Attendance at Women's Studies Conferences like the Boston conference of this year, and also a later similar conference in Philadelphia. Workshops and discussions with other women involved in Women's Studies were invaluable in helping us to formulate the proposals for Women's Studies at the University of Pittsburgh;

3) Discussions with visiting speakers and consultants brought here, like Ann Scott, Kate Millett, Jean Noble, Amelie Rorty;

4) Experiences pooled from those women who have taught courses on women in several departments, both at the University of Pittsburgh and at other major universities (e.g., literature and sociology);

5) Discussions with university chairmen and heads of programs in order to learn how various programs, centers, and departments are structured;

6) Examination of the existing curriculum, various teaching styles and techniques which led us to the conviction that a separate program for women was necessary;

7) Examination of the grievances of women students and faculty members in relation to the lack in the curriculum of content relating to women and in relation to biassed presentations of existing content as well as biassed attitudes toward women, led to the belief that if woman's role in the context of serious academic studies is ever to be taken seriously there would have to be a structure created to study women's history, literature, sociology, etc. in a coordinated program;

8) The questionnaires circulated by the Provost's Office consistently reveal on the basis of comments by undergraduate and graduate women students a strong desire and need for more courses on women offered more frequently both in the day and evening schools.

The Task Force has met and discussed, examined, questioned, and come up with the following set of recommendations for a Women's Studies Program at the University of Pittsburgh. It is the hope of the Task Force that the ideas can be implemented as soon as possible.

THE CASE FOR WOMEN'S STUDIES

I. Commitments to the Education of Women

> Female Studies is the intellectual examination of the absence of women from history; the fresh look in a non-Freudian way at the social psychology of women; the study of women in literature and the images of women in the Arts; the economic and legal history of the family; and speculation about androgyny defined as societies, utopist, primitive or revolutionary, where sex-differences have been minimized.
>
> Female Studies
>
> by Sheila Tobias

A basic concern of the resurgence of feminism has been the reevaluation - in universities like Wesleyan, Cornell, San Diego State, Mundelein, etc - of the curriculum as it relates to women. The following observations have been corroborated by women scholars throughout the country:

A. Women are encouraged as undergraduates to study in the university but many graduate and professional opportunities are limited - except for the traditionally female - to men. It is inherently fraudulant to educate women when there are no professional positions available to them. The university has been willing to accept the student as "consumer" but not as "producer."

B. Women study primarily with male professors and so their models of scholarly interests are male models, thus perpetuating the idea that women's greatest competencies are outside the professions, mainly in the home. At the same time, most professional work (except domestic or teaching in public schools, nursing or child care) is identified with men.

C. Scholarship in the past has been produced fundamentally by men for men and has for the most part perpetuated the notion that women have prescribed roles determined biologically and culturally. Women's roles have been confined - except for the inevitable "exceptions" to the rule - to housework, child rearing, sexual dependency, acts of making men comfortable and generally subordinating individual professional and intellectual aspirations to those of home, family, husband and children.

D. At present we are going through a period of examining our society, particularly the role of minority groups. We have some insight into the extent of injury perpetuated on the Indian, the Oriental and the Black American. We have yet to learn and document the consequences of sex discrimination. We now know that we can in a sophisticated way alter patterns of behavior by altering the way institutions are dealing with discrimination. As an institution, and as an educational institution, the University of Pittsburgh must: 1) be committed to changing structures of behavior; and 2) be committed to fostering scholarship which increases our understanding of these problems.

E. Many schools are considering and some have instituted some form of women's studies program in order to meet the following:

1. how institutions work; how patriarchy is ingrained in the institutions; how oppression is institutionalized
2. how people learn - and unlearn - attitudes
3. how discrimination is a reflection of basic attitudes (political, social, economic) of the society
4. how we can change teaching styles and course content in order to reflect basic attitudinal changes
5. how we can alter disciplines in terms of new principles about behavior, institutions and learning

F. The justification for women studies seems clear. At a time when universities endorse East Asian Studies, Far Eastern, Jewish, etc., it seems that in the light of past experience courses in women's studies provide a major key to unlocking immemorial negative attitudes toward women. However, there are multiple reasons for the university supporting a center for women studies. Briefly, we could list them as follows:

1. the concept of the family is undergoing extreme alteration and central of course is examining the traditional role of the mother, the father and children. In all fields - psychology, sociology, anthropology, social work - this is a present concern. The role of Women's Studies is to coordinate and re-examine this problem in relation to the neglected study of women.
2. No existing department as yet or in the near future can deal with the study of women except in the most conventional of terms. A new structure must influence reassessments in the various departments. This new structure must not be home economics departments but must relate centrally to existing departments.
3. The hiring of a small <u>core faculty</u> in a center for women's studies should influence and stimulate hiring of women in the various disciplines (there should be a policy of loaning core faculty to departments and of departments loaning women faculty to the Women's Studies Program).
4. Some problems relating to women fall outside departmental or separate disciplinary purview and into an interdisciplinary center. Those women's studies courses which face the necessity of interdisciplinary studies can be most successful in stimulating the intellectual climate and scholarship within a university. The advantages of course of such a program feed back into the scholarship and teaching of individual departments.

5. Since women have been kept outside of the decision-making process, a women's studies program allows for two significant innovations:

   a. an opportunity for women to be actively engaged in directing and administering, and

   b. an opportunity for women to participate in studying the decision-making process of institutions heretofore dominated by men

II. The Structure of Women's Studies

A. There should be a central academic structure - a center or program for Women's Studies with a core faculty at the regular academic ranks - some responsible for research programs, others mainly responsible for undergraduate education.

B. In the various departments, appointments should be made to teach in women's studies on a half-time, third-time basis or in part or full-time research loan. Members from the core faculty could work out loans of faculty members to the various departments, if necessary, but the object is to spread research and teaching throughout the university rather than keeping it confined to one isolated structure. The central structure is necessary for research, coordination and teaching purposes.

C. The program should have course offerings stressing particularly those offerings which are: 1) multi-disciplinary in nature, and 2) new and experimental. It should cross list courses offered in individual departments and encourage the creation of courses in individual departments.

D. The program should offer a major in women's studies; and should also encourage undergraduate and graduate students to take courses in order to stimulate research in:

   1. various disciplines, but particularly in advanced work growing out of the interdisciplinary studies which have been associated with anthropology, sociology, history, philosophy, the theoretical approaches generated from the sociology of knowledge and from the contemporary European critical context. Women's studies is an appropriate center for the academic examination and application of techniques generated from the separate disciplines.

   2. Information-gathering studies which focus on the family sex roles, institutional structures, and problems of understanding and change.

   3. Coordination and study of child care research, education and training. There should be direct relationships between women's studies and the central administrative coordinating structure for the existing and expanding child care program.

E. The program should be directly concerned with the quality and content of its own and existing undergraduate programs as they relate to women, e.g., particularly it should examine the degree to which courses are heavily oriented toward male performance, male dominance and toward the perpetuation of male hegemony in the definition of

professional standards and values. It should examine distortions in content and also the absence of relevant ideas and facts relating to women. For example, are courses in history concerned also with the history of women - women as rulers, leaders, working women? Are students in history departments being taught by women? Is the research that is being turned out and studied by the students reflecting more cognizance of the role of women? Do the undergraduate offerings reflect changing attitudes toward women and particularly toward the women students? The same situation applies to literature. Are more courses by and about women being studied? Are women writers included? Women critics? Is there any examination of women's past and present roles?

In undergraduate innovation, are new models of decision-making developing whereby the movement is away from the man as the final authority figure? In other words, in style as well as content is the curriculum reflecting non-authoritarian, non-male dominated alternatives?

Are more procedures being developed to insure that undergraduate women are not being restricted in opportunity?

F. The administrative structure advocated is that the core faculty select its first chairwoman, or director; that the director maintain the position for three years and that the position be a rotating one. The chairwoman or director, in conjunction with core faculty, will be responsible for academic and administrative decisions. The initial core faculty should be selected by a search committee chosen by the ACWO. The core faculty of at least five feminists should be so selected that it reflects:

1. Some faculty who have administrative skill and can share this with other women faculty not only in the core faculty but in various departments throughout the university.

2. Some who are primarily concerned with research; who can devote much of their time to doing their own research; who can also encourage and facilitate research in the program and through the various departments. University fellowships should be created to encourage research by women faculty on projects related to women.

3. Some who are primarily concerned with teaching and can be available for consultation within the program and outside, also for encouraging new courses, advising and counseling in existing courses, developing new techniques for teaching and creating learning and evaluation structures.

4. Some who are concerned with the community, with doing field work, with developing university and community projects, who can act as consultants for the community, can further solidify university-community connections, can also coordinate with existing university and community programs.

III. Advantages of Women's Studies for the University

A. Part of the general trend of undergraduate and graduate educators at Pitt has been highly innovative and the proposed program would expand the university's commitment to excellence and originality in teaching. Pitt cannot afford to remain behind when other schools are considering and establishing women's programs because it must, like any top university, be in touch with the major currents of research in other places. No existing program or department does for women what e.g. Black Studies does for Black people. The prestige of Pitt will be higher as a result of this new integrated women's program.

B. Pitt has been deeply concerned with a commitment within the university to minority and oppressed groups. A Women's Studies Program would be a further extension of this valuable commitment. A Women's Studies Program would stimulate originality in teaching which would be a further enhancement to the University of Pittsburgh's scholarly reputation. Women's Studies can: 1) get women hired, and 2) create new work patterns for women. Pit has given its commitment to hire more women and to end discrimination against them; therefore, rather than looking at the program as costing the university more, it should be regarded as a significant way of developing the stated commitment to improving the status of women. The University spends much time, money and energy on educating women. It can cash in on that investment.

Memo to: Dr. Marcia Landy and Dr. David Powers

From: J.B. Schneewind [Dean, College of Arts and Sciences]

Subject: ACWO Proposal Concerning Women's Studies

Date: June 11, 1971

CAS Council has discussed the ACWO proposal concerning Women's Studies forwarded to us on May 26. I present herewith a report on the deliberations.

CASC endorses very strongly the main object of the proposal. We believe that the undergraduate curriculum could be greatly enriched and improved by the addition of a wide variety of courses concerning women both within traditional departmental disciplines and on an interdisciplinary basis. We have no doubts whatsoever as to the potential "academic respectability" of such courses. For the adequate preparation of such courses, research is undoubtedly necessary. Since the lines along which such courses and correlated research must proceed will go well beyond the usual departmental boundaries, we believe that some mechanism must be found to enable interested women, and men as well, to have the freedom to proceed where their investigations lead them. We did not consider the question of a graduate program at length, but we think that graduate level courses could also be developed.

Women's Studies would serve two functions in addition to the traditional ones of enriching the curriculum and providing a focus for valuable research. First, by its very existence, it could encourage women, as well as men, to have a new image of women's roles and women's potentials. Second, it could encourage more women to continue in academic and professional careers. The Council places a very great value on these developments and consequently on helping Women's Studies to grow.

We agree that it would be premature to start with a department of Women's Studies. At the same time, we are anxious to insure that women recruited to work in the program or center should have the same opportunities for promotion to tenure as other new faculty recruits. We believe that the administration should attempt to find some organizational form which will permit long-range innovative programs such as women's studies and others to be tried without on the one hand sacrificing the career opportunities of those involved, and without, on the other hand, freezing the University into a permanent commitment to what may turn out to be a relatively temporary program. Where the focus of a program is interdisciplinary, it is not clear to us what the best form for its operation should be. We would therefore suggest the following for immediate action:

> Funds sufficient for the recruitment of five faculty members should be allocated to FAS. A relevant group appointed by the Chancellor in consultation with Dean Rosenberg should be appointed to supervise the recruitment of these five women. The funds should be made available to departments which propose candidates acceptable to them as well as to the supervisory group. The women thus recruited should be assured that at least two-thirds of their time will be made available for work in the Women's Studies program. At least one of the women should, for the

first year or two, be given a full-time assignment in Women's Studies. It should be understood that performance in the Women's Studies program will be the primary criterion for promotion, rather than performance in traditional departmental activities.

Serious efforts should be made to encourage other departments both in FAS and in other schools of the University (e.g., Education) to release faculty members interested in Women's Studies for participation in this program.

The core faculty recruited for this program should be at liberty to set its own priorities for teaching and research, since it is impossible to estimate ahead of time how much research will be needed before worthwhile courses can be generated. We would hope that the supervisory group, together with its core faculty and other interested participants would set a series of goals against which the development of the program may be assessed within three to five years. The Women's Studies staff should have the necessary secretarial aid and an allocation for purchase of library material.

Finally, one minor point. We were assured by representatives of the ACWO that item II, sub E on pages 3 and 4 of the proposal, did not imply any interest in monitoring courses or in censorship. We would recommend, however, that this paragraph be re-written to make the intended point clearer than it now is.

from the UNIVERSITY TIMES
Volume 4, Number 5
Thursday, November 4, 1971

FAS VOTES/O.K.'S WOMEN'S STUDIES PROGRAM

At a meeting Saturday, October 23, more than 100 members of the Faculty of Arts and Sciences (FAS) approved a recommendation that a women's studies program be established for 1972-73; approved a proposal permitting part-time students to be admitted to the College of Arts and Sciences (CAS); and approved four new degree options for undergraduates.

The longest discussion (the final two hours of the four-hour long meeting) was devoted to the women's studies proposal. The proposal came to the full faculty for approval by way of the Advisory Council on Women's Opportunities (ACWO), which authored it; the CAS Council which endorsed it; and finally by way of the FAS Council which also endorsed it.

The original plan, drawn up by a task force of the ACWO, calls for an interdisciplinary women's study program or center to be staffed initially by at least five faculty who would have joint appointments in other departments within the University academic structure.

FAS Recommendation

The proposals passed by FASC and CASC were essentially the same as the ACWO plan. The proposal passed by the full faculty on October 23 also is essentially the same. It reads:

> "The FAS agrees that women's studies is a significant area for academic study and recommends that personnel and other budgetary needs associated with the development of women's studies be recognized in the University budgeting and planning process for the academic year 1972-73. Five new faculty positions should be established, incumbents to be appointed in established departments, who will form an interdisciplinary program with a portion of their time allocated to the program. A relevant group appointed by the provost in consultation with the dean of FAS will advise about and consent to new appointments in the women's studies program."

This final recommendation, which emerged from various stages of motion-making and amending motions, was approved in total by a vote of 58 to 21.

In Favor Of

The women's studies proposal was introduced on the floor of the FAS meeting by CAS Dean Jerome Schneewind who explained that since the winter of 1970 the University has had several courses in women's studies taught in the history, English and sociology departments. He told those present that the subject not only "has a well-developed literature and well-developed programs at other universities" but the new awareness to the history of the socialization of women, he pointed out, brings with it "enormous areas where research needs to be done."

Dean Schneewind asked rhetorically, "How does a university encourage serious teaching and research in a new area without committing itself to a new department for the next 150 years?" And he suggested that the women's studies interdisciplinary program might be the mechanism which would take this question into hand.

The first issue the faculty members present had to confront was whether to approve a general endorsement of a women's studies program or to endorse a specific proposal recommending the who, what, when, where and how of the program. The original proposal as reprinted in the FAS Gazette of October 1 reads: "The Faculty of Arts and Sciences agrees that women's studies is a significant area for academic study and recommends that personnel and other budgetary needs associated with the development of women's studies be recognized in the FAS budgeting and planning process."

Debate Questions

Cynthia Matlack, assistant professor of English, introduced a substitute motion which was more specific and, in fact, somewhat similar to the motion which was finally approved. Her action opened the floor to extensive debate over such questions as:

- -Does the funding of such a program mean that other departments will be deprived of monies in their budgets? If so, to what extent?
- -Should the five faculty members in the program all be women? By mandating an all female faculty, was the program not being sexist?
- -How should these faculty members be selected?
- -What criterion will be used for promotion of the faculty members in this program?

The debate culminated in the resolution mentioned above passing by a vote of 58-21. The FAS requires a quorum of 100 in order to carry on business and prior to the final vote, FAS members present were counted at 92 with 11 absentee voters thus constituting a quorum although the final vote count adds up to 79. Apparently the remainder abstained . . .

THE FIRST TERM

OF THE

WOMEN STUDIES PROGRAM

UNIVERSITY OF PITTSBURGH

FALL 1972

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COORDINATOR'S REPORT TO THE BOARD OF TRUSTEES

FACT SHEET ON WOMEN STUDIES

STATUS — Women Studies is a program, not a department. Those who worked on the Program these past few years believed that, to remain interdisciplinary and reach all departments, Women Studies should be a cooperative program and not an isolated department.

PEOPLE — The Women Studies Program has appointed three new faculty: Mary Briscoe, English; Irene Frieze, social psychology; and Maurire Greenwald, history. Mary Briscoe was appointed Program Coordinator for one year by Dean Rosenberg. Pat Buddemeyer is the Program's Administrative Aide.

PLACE — The Program has an office at 1012 Cathedral of Learning, which is presently open from 8:30 a.m. until 4:30 p.m., Monday through Friday. The telephone number is (412) 621-3500, extension 6530.

MAJORING — At this time, a standard Women Studies major does not exist. However, one can graduate with a self-designed major in Women Studies. Those people interested in self-designing a major should contact Audrey Holland, 917 Cathedral of Learning.

WORKING STRUCTURE FOR THE WOMEN STUDIES PROGRAM

for the Fall Term 1972

I. Membership in the Program

A. Any member of a working committee or participant in a Women Studies class (student or teacher) is considered a voting member of the Program.

B. All major policy decisions will be brought to the membership to be voted upon.

C. General membership meetings will be held the first Wednesday of every month at 12:00 noon in 330 Cathedral of Learning. Additional meetings will be held if necessary. Such additional meetings will be called by the Coordinator, if requested by the Steering Committee, or by petition of any five members of the Program. Announcements of these meetings will be posted in the Women Studies office and publicized by working committee chairpersons. Feminist groups and any other groups which express an interest in the Program will be notified of general meetings with agenda.

D. General membership meetings will be open to the public, but only members may vote.

E. Minutes will be kept of all general membership meetings and will be available in the Women Studies office.

II. Steering Committee

A. Membership
   1. Voting
      a. Women Studies faculty
      b. One representative from each working committee, to be elected for one trimester
   2. Advisory - one member from each interested or affiliated group - these might include the Undergraduate Women's Union, the Provost's Hiring Committee, YWCA, Advisory Council on Women's Opportunities.

B. Meetings - will be held once a week or oftener, as the need arises. They will be open to all members of the Program, but only voting members may vote.

C. Duties - the Steering Committee will make working decisions for the Program and will coordinate the activities of the working committees. All major policy issues will be decided upon by the general membership.

D. Minutes will be kept of all meetings and will be available in the Women Studies office.

E. Coordinator - this position has been assigned by Dean Rosenberg. Mary Briscoe has accepted the position for one year, in agreement with Dean Rosenberg that at the end of the 1972-73 academic year the Women Studies governing body revise its organization as needed for the following year. In short, this is not a permanent assignment. It is intended to facilitate communications between the Program and the administration and, with the help of the administrative aide, to deal with routine administrative business. The Coordinator will, at all times, represent the interests of the Women Studies Steering Committee and its constituents, and will at no time act to negate the will of the Women Studies Program.

III. Working Committees

A. Membership - open to anyone interested in working with the committee.

B. Chairperson - to be democratically elected by the members of the committee for one trimester at the first regular meeting of the committee for the term. The chairperson will call meetings of the committee and keep lists of members of the committee. The chairperson is eligible for election to the Steering Committee, as is any other member of that committee.

C. Steering Committee Representative - to be democratically elected by the members of the committee for one trimester at the first regular meeting of the committee for the term. The representative will be responsible for attending weekly Steering Committee meetings as well as regular meetings of the working committee.

D. Minutes will be kept of all meetings and will be available in the Women Studies office.

E. Duties of the working committees:

1. Curriculum - develops an outline for a comprehensive Women Studies curriculum; helps develop and recommend new courses to be included in the Program.

2. Publicity and Programs - sponsors weekly colloquia and special programs; publicizes the Program and activities to the university community, with the possible aid of a work-study person.

3. Research and Bibliography - compiles an extensive bibliography on Women Studies in all fields; works with various libraries to make sure women's books are available; establishes files for term papers, research projects, etc. relevant to women; organizes materials center in Women Studies office.

4. Grants and Aid - determines the feasibility of funding from various sources; begins writing proposals for funding.

5. University Contacts - surveys the university to determine what's going on and establishes bases for future cooperation.

6. Community Contacts - surveys the community to determine what's going on and to establish bases for future cooperation.

Prepared by: Mary Briscoe, Pat Buddemeyer, Kathy Davis, Nora Faires, Irene Frieze, Ellen Ganley, Maurine Greenwald, Marilynn Goldsmith, Jan Miller, Marguerite Renner and Miriam Smolover

CURRICULUM COMMITTEE

The Curriculum Committee spent the major portion of its time scheduling courses for Winter and Spring Terms, 1973 (list attached). Faculty and graduate Teaching Assistants were contacted through campus mail; those interested in teaching a course on women submitted course proposals to this committee and, upon approval, made arrangements for it to be offered through their home departments. The courses were then cross-listed with Women Studies.

We could not offer several good courses through the College of Arts and Sciences because departments would not sponsor them. We hope that in the future CAS departments will recognize Women Studies courses as "legitimate."

The School of General Studies gave us the option to offer some courses on a "pay-as-you-go" basis - i.e., student enrollment must cover costs. We will offer four such courses in Winter Term and three in Spring Term on an experimental basis. For the future, we plan to develop a stable number of courses specifically designed for the needs and interests of evening students. For the 1973-74 school year the School of General Studies has agreed to help fund two or three Women Studies courses each term.

In addition to course scheduling, the Committee has considered comprehensive curriculum questions, such as:

Do we want a set of core courses, which cover basically the same material each time taught?

Do we want both introductory and advanced courses in each of many departments? Which departments?

Do we want one or more interdisciplinary Women Studies courses to be given Women Studies numbers? Should courses entirely within a traditional department be given Women Studies numbers if the department will not sponsor them?

Should we offer a formal major in Women Studies? A minor in Women Studies when combined with an appropriate major? A certificate in Women Studies?

If we do not offer a formal major, minor or certificate, what will be our status as a program?

If we do offer a major, should we hire faculty or teaching or research associates solely within the Program? Should we consider asking for a full-time coordinator (who will also teach Women Studies courses, but will not teach within her department)?

Should we offer a formal graduate degree or a minor or just a set of courses?

What about having an interdisciplinary graduate course in research methods and goals?

What do we do about faculty if we offer a formal graduate program?

What should be our requirements for instructors or courses to be labeled Women Studies?

Should we automatically credit all Women Studies courses taught at other Pittsburgh universities?

One faculty meeting was held during the regular time for the Curriculum Committee to acquaint those teaching Women Studies courses in Winter Term with the Program and with each other. At that time another meeting was scheduled to discuss course development, and the need for future meetings (two to four per term) was affirmed. One area which seems particularly in need of attention at these future meetings is tenure, since many of the faculty are untenured and the "legitimacy" of Women Studies is still questioned in many departments.

WOMEN STUDIES COURSES Winter Term 1973

Freshman Studies 28
THE EVOLUTION OF WOMAN INTO THE CONTEMPORARY WORLD
taught by Marilynn Goldsmith and Kathy Davis

Freshman Studies 40
SOCIALIZATION TO SEX ROLES
taught by Joy Anne Grune and Ellen Ganley

Women Studies 20/720
INTRODUCTION TO SEX ROLES IN SOCIETY
taught by Mary Briscoe, Marilynn Goldsmith,
Irene Frieze and Maurine Greenwald

Women Studies 810
ANALYTICAL APPROACHES TO RACIAL, SEXUAL AND OTHER FORMS
OF DISCRIMINATION
taught by Bill Matlack (Graduate School of Public and
International Affairs)

Women Studies 811
WOMEN IN POLITICS
taught by Jan Feagans (Political Science)

Women Studies 830
19TH CENTURY HEROINES IN RUSSIAN AND POLISH LITERATURES (in translation)
taught by Halina Swidzinska

History 188
HISTORY AND SOCIAL ROLE OF WOMEN
taught by Maurine Greenwald

English 3
GENERAL COMPOSITION
taught by Virginia Elliott

English 6
IMAGINATIVE WRITING
taught by Pamela McCorduck

Comparative Literature 103
MODERN METHODS OF RESEARCH IN THE HUMANITIES
taught by Peggy Batten

Comparative Literature 120
THE ECONOMICS OF WOMEN'S ROLE
taught by Marcia Landy and Dave Bramhall

Psychology 138
THE PSYCHOLOGY OF WOMEN
taught by Irene Frieze

French 167
WOMAN IN FRENCH LITERATURE (in translation)
taught by Helen Hellman

Speech 381
SEMINAR IN MASS COMMUNICATIONS LAW
taught by Bill Hanks

WOMEN STUDIES COURSES *Third Term 1973*

Spring Term

Women Studies 820
CHILD CARE AND THE CHANGING ROLE OF WOMEN
taught by Karen Vander Ven (Child Development)

Spring Session

Sociology 120
FEMINISM AS A CONTEMPORARY SOCIAL MOVEMENT
taught by Joy Ann Grune

Economics 83
WOMEN IN THE LABOR MARKET
taught by Aldona DiPietro

English 839
SHAKESPEARE'S WOMEN
taught by Jackie Zeff

Psychology 838
THE PSYCHOLOGY OF WOMEN
taught by Valerie Valle

Summer Session

English 104
LITERARY AND SOCIAL VIEWS OF WOMEN
taught by Marcia Landy

Psychology 138
THE PSYCHOLOGY OF WOMEN
taught by Irene Frieze

RESEARCH AND BIBLIOGRAPHY COMMITTEE

Members: Peggy Batten, Ginny Benke, Barbara Brannon, Nora Faires, Karen Farber, Marjorie Jacobson, Peggy Renner, Alice Schlegel

Scheduled meetings: Meetings are held every two weeks, on Thursday at 3:00 p.m. in Hillman Library, room 272. Additional meetings are scheduled as needed.

Election of a chairperson: Peggy Batten, the bibliographer for the Department of English, who for the past year has been responsible for library acquisitions of literature by and about women, was selected to chair the committee.

Selection of a representative to the Women Studies Steering Committee: In order to distribute the responsibilities of the committee, we agreed to select a person other than the chairperson to attend Steering Committee meetings. Peggy Renner was selected as representative.

Goals: The Research and Bibliography Committee set as its primary goals the following:

1) obtaining information from all women faculty and teaching assistants at the university on research they are doing or have done and/or bibliographies they have compiled on women;
2) obtaining information from these women on similar projects being done by women in their respective fields, but not members of the University of Pittsburgh faculty or graduate student body; and
3) asking the women at Pitt to announce in their classes our project so that we might get input from undergraduates.

To meet this goal we obtained a listing of the women faculty (all schools included) and women teaching assistants and are in the process of drafting a letter to be mailed out early next term.

In addition to this primary goal, we have been involved in a number of other activities:

1) with regard to Women Studies' input into television and radio programs and obtaining videotapes and/or scripts of programs on women, we were put in touch with Elicia Conn who could be of help to our committee and the Women Studies Program if and when we have specific requests;

2) Peggy Batten compiled a list of library acquisitions and pending orders for Women Studies;

3) we are presently waiting for a list of films on women which Peggy has ordered;

4) we have made arrangements for Peggy to talk to the Steering Committee on the ways in which the available funds can be spent (library rules);

5) Peggy plans to talk with the Steering Committee on how to go about getting a permanent place in the Library budget, which we do not have at present (all monies spent are gift money);

6) we met to familiarize ourselves with library resources. Peggy was quite helpful in showing us how to go about using a large amount of material that is available in the library but is infrequently used, either because people do not know it is there or do not know how to use it;

7) we plan to go systematically through the material on women in the library to familiarize ourselves with what is there and to keep Women Studies informed of what is there now and on new items as they come in. Items that we feel would be of particular interest or use to the Program will be included in our notices or reports to be posted on the bulletin board in the Women Studies office;

8) we have asked for space in the library, at the reference desk or in the room near it, to place research summaries and bibliographies as they come in.

In addition to the activities listed above, the Research and Bibliography Committee has discussed at length the need to include in the structure and functioning of the Women Studies program an openness and receptivity to other people and their ideas. We have seen one of the underlying bases for the Women Studies Program the need to include as many women as possible, those with a few or many hours to devote to the tasks of the Program. We need to make ourselves approachable and look for ways of doing this. We have discussed the possibility of having a coffee hour where women could come in and talk together. We have also discussed the idea that a committee representative give a brief report at the open meeting so that people new to the Women Studies Program might know someone whom they can contact on issues and ideas of concern. We also see as important the need to be conscious of and receptive to those already in the Program and to approach others who seem interested. As an individual committee, we are working to come up with more ideas and we hope we can gain support and ideas from others.

GRANTS AND AID COMMITTEE

Members: Irene Frieze, Susan McColl, Rosanne Minich, Eileen Zytnick

With the small membership of four persons, we started the term uncertain as to our capabilities and goals. At the first meetings we chose a chairperson, Susan McColl, a Steering Committee representative, Eileen Zytnick, set a regular meeting date, Friday at 11:00 a.m., and started researching sources for funds. Some background work had already been accomplished by the Program coordinator and administrative aide; we followed through by meeting with a representative of the University Office of Governmental Relations (this is a central office which coordinates information about federal grant monies for the entire university). She has continued to supply us throughout the term with relevant resources on federal funds.

We have started a reference collection of this literature, as well as information regarding private foundation monies for individual research and Program support.

Realizing that deadlines for Program support for 1973-74 were past or fast approaching, we asked for ideas for programs to fund from the Publicity and Programs Committee and also from the general membership. Our committee also wrote a "Proposal for Workshops on Women and Education." As a result of our requests for help we received the names of several persons interested in developing the workshop proposal; furthermore, we became aware of a strong interest among Program members to start a research institute on women. We have sent out letters to several foundations to check the availability of funds for a research institute. Also, one committee member is involved in obtaining funds for an evaluation of Women Studies courses.

In the course of the term we changed our committee's name to "Funding and Special Projects," to more accurately reflect our activities. This change was accomplished with the agreement of the Publicity and Programs Committee and the Steering Committee.

Our plans for Winter Term 1973 include:

1) gathering support from women in the community and women in neighboring universities for the workshop proposal and formally applying for funds by February 1;

2) writing the proposal for a research institute and applying for funds as soon as possible;

3) pursuing funding for the Program course evaluation.

We have found that our productivity seems to be greatest as individuals pursuing our own special interests; however, we find that mutual support and new ideas emerge within our committee meetings.

PUBLICITY AND PROGRAMS COMMITTEE

Members: Dee Cavinee, Kathy Deml, Linda Leshinski, Cyndi Shoop

The Committee has done the following during the Fall Term, 1972:

1) held weekly meetings on Friday at 2:00 p.m.;

2) distributed schedules and descriptions of Women Studies courses to undergraduates;

3) arranged the following schedule of topics and speakers for the series of Women Studies Colloquia:

"Psychology of the Oppressed Woman"
Irene Frieze - Social Psychology and Women Studies
University of Pittsburgh

"Women in the Arts"
Marcia Landy, Kathy Searle and Betty Rothbar

"Political Power of the Women's Movement"
Ellie Smeal - South Hills NOW

"Sexism and Education"
Pat Roberts - Counseling Center, University of Pittsburgh
Women's Political Caucus

"Abortion and the Quality of Life Caravan"
Marilynn Goldsmith - Biology and Women Studies
University of Pittsburgh

"Feminism in a Historical Perspective"
Frances Kolb

"Women's Health Care in the Community"
representatives of the Undergraduate Women's Union
University of Pittsburgh

This committee publicized the colloquia via mimeographed fliers, newspaper announcements and public service messages on local radio stations.

The colloquia were well attended, with twenty-five to forty people per session. There was especially great interest in "Women in the Arts," and the committee is exploring the possibility of including a workshop on this subject in the Women's Cultural Festival to be held in February.

4) with the help of a work-study person, the committee publicized other events such as the lecture by Shulamit Aloni on "The Current Status of Women in Israel," and began work on posters for next term's colloquia;

5) began devising a schedule for next term's colloquia - suggestions (and, of course, help) are welcome!

EVALUATION COMMITTEE

Members: Mary Briscoe, Pat Buddemeyer, Irene Frieze, Joan Koloc

Fall Term 1972

The Committee's main purpose is to design and administer a questionnaire to measure changes occurring in students as a result of participation in Women Studies classes. The following criteria have been tentatively agreed upon as bases for evaluation:

Standard course evaluation and teacher evaluation, assessing how students feel about the content and presentation of material;

Assessment of how effective classes are in creating less stereotyped attitudes toward women - this will include such areas as stereotypes about women and women's roles, career aspirations, beliefs about discrimination, beliefs about female sexuality, etc.;

Assessment of the effectiveness of classes in creating life style changes in students - this might include changes in personal relationships, discussion of class materials with others outside the class, changes in perception of and reactions to sexist remarks in other classes, etc.;

Determination of what elements of the campus population are attracted to our various classes, what groups are not taking classes and why not (i.e., not interested, time conflicts, etc.)

Effects of women professors as role models - are effects of women professors the same for women studies classes and other classes? What is the impact of men professors in women studies classes? Do effects vary for men and women?

In Winter and Spring Terms 1973 the Committee will continue to work on the questionnaire, as well as analyze Winter Term data and prepare a report for the Women Studies general membership on changes in the students.

The Committee will also seek funding for continued work on the evaluation project so that volunteer aid will not have to be relied upon.

UNIVERSITY CONTACTS COMMITTEE

The University Contacts Committee held its first, and only, meeting on September 29, 1972. Present were: Ann McIver, Ginger Ertz and Cynthia Vanda. Ann McIver was elected chairperson; the others indicated that they had no time to devote to the committee.

At the open meeting on November 1, Ms. McIver resigned the position of chairperson, because of a new job entailing an increased time commitment.

The committee is, at this time, inactive.

COMMUNITY CONTACTS COMMITTEE

The Community Contacts Committee met three times during the Fall Term to try to define the Committee's role in the Women Studies Program.

After much discussion it was resolved that more specific direction is needed before individuals and community groups are contacted. Committee members will, in the future, work with the other Women Studies committees when their projects have well-defined needs in the area of community contacts.

EVOLUTION OF WOMAN INTO THE CONTEMPORARY WORLD
Freshman Studies 28
Marilynn Goldsmith, Assistant Professor of Biology
Kathy Davis, Undergraduate Teaching Assistant
Miriam Smolover, Undergraduate Teaching Assistant

This seminar will concentrate on the changing nature of woman in contemporary society. The exploration of body-mind relationships and how they affect environment will be the main focus of the course. Included will be aspects of socialization, family system processes, formal education, labor market and professional world, politicization, sexuality and interpersonal dynamics. Class discussion will be based on readings and ideas presented by participating resource people.

Required Texts:

Gornick and Moran (eds.), WOMAN IN SEXIST SOCIETY
Morgan, Robin, SISTERHOOD IS POWERFUL
Cleary, Beverly, FIFTEEN
Boston Women's Health Collective, OUR BODIES, OURSELVES

Course Requirements:

Students will keep a journal recording their response to readings, discussions and the course itself; there will be one term project; no exams.

Enrollment: 14 women/1 man

REPRODUCTIVE AND DEVELOPMENTAL BIOLOGY OF WOMEN
Biology 111
Marilynn Goldsmith, Assistant Professor of Biology

This course covers the biological differentiation of women in relation to anatomical, endocrinological and developmental areas of importance. Contrasting views of the biological basis of female behavior and sexuality will be discussed in relation to: 1) our present biological knowledge; and 2) the persistance of stereotypic literature concerning sex differences (real and unreal), sex-roles and sexual myths which ignore biological data.

Required Texts:

Sherfey, THE NATURE AND EVOLUTION OF FEMALE SEXUALITY (Random House, 1972)
Dalton, K., THE MENSTRUAL CYCLE (Pantheon Books/Random House 1969)
Boston Women's Health Collective, OUR BODIES, OUR SELVES (New England Free Press)

Discussion Topics:

1. Human reproductive anatomy and endocrinology
2. Sex determination and differentiation - the genetic and developmental origins of biological sex; organogenesis of the male and female reproductive system.
3. Endocrinology of sex - hormones and biological differences effecting behavioral and emotional differences; the relationshkps between the various phases of the biology of women (puberty, the menstrual cycle, pregnancy, menopause)
4. Human embryology
5. Contraception, abortion, sterilization
6. Female sexuality - biological and psychological considerations of central sexual myths
7. Views on the biology of women and female sexuality - the "sexual object" theme

Reading List:

Odell and Moyer, THE PHYSIOLOGY OF REPRODUCTION, Chapters 2 & 3, (C.V. Mosby, St. Louis, 1971)
Jay, Phillis, "The Female Primate," in THE POTENTIAL OF WOMAN, Farber and Wilson (eds.) (McGraw-Hill, 1963)
Herschberg, Ruth, "Josie Takes the Stand," and "Society Rewrites Biology," in ADAM'S RIB (Harper & Row, New York, 1970)
Rox, Robin, THE EVOLUTION OF HUMAN SEXUAL BEHAVIOR
Overstreet, Edmund, "The Biological Make-up of Woman," in THE POTENTIAL OF WOMAN, Farber and Wilson (eds.)(McGraw-Hill, 1963).

REPRODUCTIVE AND DEVELOPMENTAL BIOLOGY OF WOMEN (continued)

Peel, J. and Potts, M., TEXTBOOK OF CONTRACEPTIVE PRACTICE (Cambridge University Press, England, 1970).
Borell, U., "Side Effects of Fertility Controlling Agents" NOBEL SYMPOSIUM 15, LIDINGO, SWEDEN, E. Diczfalusy, (Ed.) (Almavist & Wiksell Forlag, A.B. Stockholm, 1971).
Tietze, C. "Effectiveness of Contraceptive Methods," NOBEL SYMPOSIUM 15, op. cit.
Oster, Gerald, "Conception and Contraception," NATURAL HISTORY, August/September 1972.
Seaman, Barbara, "Do Gynecologists Exploit Their Patients?" NEW YORK MAGAZINE, August 1972.
Griffin, Susan, "Rape: The All-American Crime," RAMPARTS 1971.
Lear, Martha, "Q: If you rape a woman and steal her TV, what can they get you for in New York? A: Stealing her TV," NEW YORK TIMES Magazine Section, January 30, 1972.
Bengis, Ingrid, "On Getting Angry," MS., Vol. 1, #2.
Farber, Jerry, "Growing Up Male in North America," UNIVERSITY OF TOMORROWLAND (1972).

Enrollment: 85 men and women

IMAGES OF WOMEN IN DRAMA
English 139
Cynthia Matlack, Assistant Professor of English

A number of plays, mostly modern and easily accessible to non-literature students, are read and discussed in order to observe dramatic techniques of depicting stereotypical and non-typical women in the theater. The course endeavors to make students deeply and permanently aware of the limits and potentialities of dramatic literature.

This is a non-structured discussion course. Students elect their projects (i.e., journals, take-home exams, papers, sculpture, films, etc.) and elect whether they wish mid-term evaluation in addition to final evaluation.

Required Readings:

Brecht, THE GOOD WOMAN OF SETZUAN (1938-40)
Pinter, THE HOMECOMING (1965)
Howard, THE SILVER CORD (1926)
Parker and d'Usseau, THE LADIES OF THE CORRIDOR (1952)
Behrman, BIOGRAPHY (1932)
Barrie, WHAT EVERY WOMAN KNOWS (1913)
Marcus, THE KILLING OF SISTER GEORGE (1965)
Shaw, MRS. WARREN'S PROFESSION (1893)
____, CANDIDA (1894)
____, MAN AND SUPERMAN (1901-03)
Strindberg, MISS JULIE (1888)
_____, THE FATHER (1887)
_____, A DREAM PLAY (1902)
Van Druten, I REMEMBER MAMA (1944)
Lindsay and Crouse, LIFE WITH FATHER (1947)
Inge, COME BACK LITTLE SHEBA (1950)
Albee, A DELICATE BALANCE (1966)
Ibsen, HEDDA GABLER (1890)
_____, DOLL'S HOUSE (1897)
Williams, THE GLASS MENAGERIE (1944)
Sartre, NO EXIT (1944)
_____, THE RESPECTFUL PROSTITUTE (1946)
Kaufman and Connelly, DULCY (1921)
Euripides, MEDEA (431 B.C.)
_____, HIPPOLYTUS (428 B.C.)
_____, ALCESTIS (438 B.C.)
_____, THE BACCHAE (405 B.C.)

Reeves, WOMANKIND, BEYOND THE STEREOTYPES (1971)
de Beauvoir, THE SECOND SEX (1949)

IMAGES OF WOMEN IN DRAMA (continued)

Suggested Readings:

exerpts from:

Ms.
Gornick and Moran, WOMAN IN SEXIST SOCIETY
Philip Slater
Jung
Freud
Berne
current TV and newspaper clippings

Enrollment: 35 women/9 men

FEMINISM IN LITERATURE
English 232
Mary Briscoe, Associate Professor of English

The main objective of the course is to try to define feminism and study ways in which literature touching on a variety of themes reveals something about traditional and changing concepts of feminism.

Required Texts:

Henry James, PORTRAIT OF A LADY (Washington Square Press)
Willa Cather, MY ANTONIA (Riverside Lit/Houghton-Mifflin)
Arthur Miller, AFTER THE FALL (Bantam)
Sylvia Plath, THE BELL JAR (Bantam)
Elsie Adams & Mary Briscoe, UP AGAINST THE WALL, MOTHER . . . (Glencoe)
Robert Rimmer, PROPOSITION 31

Suggested Texts:

Shulamith Firestone, THE DIALECTIC OF SEX (Bantam)
Toni Cade, THE BLACK WOMAN (NAL)
Robin Morgan, SISTERHOOD IS POWERFUL (Vintage)

A. Defining Feminism and Sexism

1. Language

Ethel Strainchamps, "Our Sexist Language," WOMAN IN SEXIST SOCIETY
Media Women, "How to Name Baby," SISTERHOOD IS POWERFUL
Casey Miller and Kate Swift, "De-Sexing the English Language," MS., Spring 72
Casey Miller and Kate Swift, "One Small Step for Gen-kind," ESQUIRE

2. Advertising

slides of ads
Lucy Komisar, "The Image of Women in Advertising," WOMAN IN SEXIST SOCIETY
Alice Embree, "Media Images1: Madison Avenue Brainwashing," SISTERHOOD IS POWERFUL
Florika, "Media Images 2: Body Odor," SISTERHOOD IS POWERFUL

3. Biology and Psychology

Sigmund Freud, "Some Psychical Consequences of the Anatomical Distinction Between the Sexes," UP AGAINST THE WALL, MOTHER . . .
Brecher, "Three Sexual Myths Exploded," UP AGAINST THE WALL, MOTHER . . .
Koedt, "The Myth of the Vaginal Orgasm," UP AGAINST THE WALL, MOTHER . . .
Weisstein, "Psychology Constructs the Female . . .," UP AGAINST THE WALL, MOTHER . . .
Marjorie Karmel, "In Search of a Doctor," THANK YOU, DR. LAMAZE
Lafferty, "Abortion: Women, Men and the Law," UP AGAINST THE WALL, MOTHER . . .

4. Religion

"The Second Sex," UP AGAINST THE WALL, MOTHER . . .

B. Feminism in Literature

1. The Courtly Tradition and the Eternal Feminine

"Women in the Elizabethan Sonnet," UP AGAINST THE WALL, MOTHER
Field, "The Bride of Frankenstein," UP AGAINST THE WALL, MOTHER
Graves, "Three Poems," UP AGAINST THE WALL, MOTHER
Toomer, "Karintha," UP AGAINST THE WALL, MOTHER
Cather, MY ANTONIA

2. The Lady

Henry James, PORTRAIT OF A LADY

3. The Enemy

Lawrence, "Tickets, Please," UP AGAINST THE WALL, MOTHER
Swinburne, "Faustine," UP AGAINST THE WALL, MOTHER
Solanas, from "S.C.U.M. Manifesto," UP AGAINST THE WALL, MOTHER
Wylie, "Common Women," [from GENERATION OF VIPERS], UP AGAINST THE WALL, MOTHER

4. Contemporary Male Views

Miller, AFTER THE FALL
On Men's Groups - Raising Consciousness (xeroxed handout)

5. Madness and Suicide

Friedan, "The Problem that Has No Name," UP AGAINST THE WALL, MOTHER
Lessing, "To Room Nineteen," UP AGAINST THE WALL, MOTHER
Plath, "Lady Lazarus," "Daddy" (handout)
_____, THE BELL JAR
Chesler, "Women and Madness," MS. (July 72)

6. Minority Women

Grier and Cobbs, "Achieving Womanhood," UP AGAINST THE WALL, MOTHER
Steiner, "The Changing Women," UP AGAINST THE WALL, MOTHER
Sutherland, "An Introduction," SISTERHOOD IS POWERFUL
Vasquez, "The Mexican-American Woman," SISTERHOOD IS POWERFUL
Ware, "The Black Family and Feminism," MS. (Spring 72)
Brooks, "The Mother," UP AGAINST THE WALL, MOTHER
Madgett, "Her Story," UP AGAINST THE WALL, MOTHER

7. Children

Stafford, "Bad Characters" (handout)
Friscof, "Textbooks and Conditioning," WOMEN: A JOURNAL OF LIBERATION (Fall 1969)
Heyn, "Children's Books," WOMEN: A JOURNAL OF LIBERATION (Fall 1969)
Nilsen, "Women in Children's Literature," COLLEGE ENGLISH (May 71)
U'ren, "The Image of Woman in Textbooks," WOMAN IN SEXIST SOCIETY

FEMINISM IN LITERATURE (continued)

8. Family: Perspectives for the Future?

Mainardi, "The Politics of Housework," SISTERHOOD IS POWERFUL
Jones, "The Dynamics of Marriage and Motherhood," SISTERHOOD IS POWERFUL
Shulman, "A Marriage Agreement" (handout)
Sexton, "Man and Wife," UP AGAINST THE WALL, MOTHER
Briscoe, "Communes: A Footnote for the Future," UP AGAINST THE WALL, MOTHER
Rimmer, PROPOSITION 31
Rimmer, Interview in PSYCHOLOGY TODAY (handout)
Kilgo, "Can Group Marriage Work?" SEXUAL BEHAVIOR (handout)

9. Feminist Criticism

Fiedler, "The Revenge of Woman: From Lucy to Lolita," LOVE AND DEATH IN THE AMERICAN NOVEL
Ellman, "Phallic Criticism," THINKING ABOUT WOMEN
_____, "Feminine Stereotypes," THINKING ABOUT WOMEN
Showalter, "Women Writers and the Double Standard," WOMAN IN SEXIST SOCIETY
Martin, "Seduced and Abandoned in the New World," WOMAN IN SEXIST SOCIETY
Slavensky, "Not With My Mother You Don't!: A Feminist Subversive Looks at HAMLET Criticism," (handout)
Mann, "Jean Stafford and the Curse of Feminism," (handout)
Reuben, "Feminist Criticism in the Classroom, or, 'What Do You Mean WE, White Man?'" (handout)
Briscoe, "The French Lieutenant's Woman: A Response from Women's Studies," (handout)

C. Course Requirements

1. Journal: to record personal reactions to the course, its discussion and materials. This is a private assignment. Minimum three entries weekly.

2. Bibliography: on a topic of your interest.

3. Research paper: based on #2.

4. Analysis of a novel: criticism of character, theme structure, etc., with emphasis on feminism in some form.

Enrollment: 17 women

HISTORY OF WOMEN IN THE UNITED STATES
History 108
Maurine Greenwald, Instructor of History

Students will study women as a group and as members of different classes from colonial times to the present. The course will emphasize women's work and family roles, involvement in reform and radical movements and contributions to community building. Some working knowledge of American history would be helpful, though not absolutely necessary, for understanding the course materials.

Introduction

Traditional Attitudes Towards Women

Louisa May Alcott, LITTLE WOMEN
lecture on medical views of women in the 19th century

How are womanhood and domestic life defined in LITTLE WOMEN? Consider the relationship between the novel's values and present day attitudes towards women. What role does religion play in defining values, attitudes and social roles? What connection exists between cultural expectations and behavior and self image?

background materials:

Barbara Welter, "The Cult of True Womanhood, 1820-1860," AMERICAN QUARTERLY 18 (Summer, 1966).
Glenda Gates Riley, "The Subtle Subversion: Changes in the Traditionalist Image of the American Woman," HISTORIAN, 32 (February 1970).
Barbara Welter, "Anti-Intellectualism and the American Woman, 1800-1860," MID-AMERICA, 48 (October 1966).
Norman Mezvinsky, "An Idea of Female Superiority," MIDCONTINENT AMERICAN STUDIES JOURNAL, 2 (Spring 1961).
William Bridges, "Family Patterns and Social Values in America, 1825-1875," AMERICAN QUARTERLY, 17 (1965).
Ronald W. Hogeland, "The Female Appendage; Feminine Life Styles in America, 1820-1860," CIVIL WAR HISTORY, 17 (June 1971).
Anne Firor Scott, THE SOUTHERN LADY, 1830-1930 (1970).
William Robert Taylor, CAVALIER AND YANKEE, (1961).
Anne Kuhn, THE MOTHER'S ROLE IN CHILDHOOD EDUCATION (1947).
Helen Papashivily, ALL THE HAPPY ENDINGS (1956).

Colonial America - 17th Century Economic and Domestic Roles

read two of the following on reserve in Hillman Library:

Edmund Morgan, PURITAN FAMILY, Chapters 2,3 and 6
John Demos, A LITTLE COMMONWEALTH: FAMILY LIFE IN PLYMOUTH COLONY, Chapters 4,5,6,7 and 8
Lorenzo Greene, THE NEGRO IN COLONIAL NEW ENGLAND, Chapter 8
Julia Spruill, WOMEN'S LIFE AND WORK IN THE SOUTHERN COLONIES, Chapters 4, and 12-14
Anne Scott, THE SOUTHERN LADY, Preface - 79
M.V. Cobbledick, "Property Rights of Women in Puritan New England," In G.P. Murdock, STUDIES IN THE SCIENCE OF SOCIETY (1937)

HISTORY OF WOMEN IN THE UNITED STATES (continued)

Edith Abbott, WOMEN IN INDUSTRY, Chapter 2
Gerda Lerner, BLACK WOMEN IN WHITE AMERICA, Part One, Slavery; select a few documents from each section

Compare the status of women with the traditional view.

Colonial America - 18th Century Economic and Domestic Roles

excerpts from Pennsylvania women's diaries and letters on reserve in Hillman Library

What changes in women's role in this period? How can we explain these changes?

Women's Work During the Early Industrial Period

documents on Lowell, Massachusetts on reserve in Hillman Library
B.A. Botkin, LAY MY BURDEN DOWN, Section on Black women slaves

In what ways did the work roles change as a result of industrialization? What was the impact of the industrial revolution on women's position in the home? Was the same true in the North and the South?

background materials:

Factory Labor

E.P. Thompson, "Time, Work-Discipline and Industrial Capitalism," PAST AND PRESENT (December 1967).
Gerda Lerner, "The Lady and the Mill-girl," MIDCONTINENT AMERICAN STUDIES JOURNAL, 10 (1969).
Harriet Robinson, LOOM AND SPINDLE, OR LIFE AMONG THE EARLY MILL GIRLS (1898)
Norman Ware, THE INDUSTRIAL WORKER, 1840-1860 (1924)
Edith Abbott, WOMEN IN INDUSTRY (1910)
Henry A. Miles, LOWELL AS IT WAS, AND IS (1846)

Slave Labor

E. Lander, "Slave Labor in South Carolina Cotton Mills," JOURNAL OF NEGRO HISTORY, 38 (1953)
Eugene Genovese, "American Slaves and their History," in IN RED AND BLACK: MARXIAN EMPLORATIONS IN SOUTHERN AND AFRO-AMERICAN HISTORY (1971)
Robert S. Starobin, INDUSTRIAL SLAVERY IN THE OLD SOUTH (1970)

Revolt Against Tradition - 1840-1920/Part I

Aileen Kraditor, UP FROM THE PEDESTAL, pp. 79-183

What was the nature of the revolt? Which women participated in the early movement? How thoroughgoing was the analysis of women's problems?

background materials:
Eleanor Flexnor, CENTURY OF STRUGGLE (1958)
Alan Grimes, THE PURITAN ETHIC AND WOMAN SUFFRAGE (1967)
Aileen Kraditor, THE IDEAS OF THE WOMAN SUFFRAGE MOVEMENT, 1890-1920 (1965)

HISTORY OF WOMEN IN THE UNITED STATES (continued)

William O'Neill, THE WOMEN MOVEMENT (1969)
_____, EVERYONE WAS BRAVE: THE RISE AND FALL OF AMERICAN FEMINISM (1969)
_____, "Feminism as a Radical Ideology," in Alfred Young, ed., DISSENT: EXPLORATIONS IN THE HISTORY OF AMERICAN FEMINISM (1968)
Anne Scott, "After Suffrage: Southern Women in the Twenties," JOURNAL OF AMERICAN HISTORY, 30 (August 1964)
Carl Degler, "Revolution without Ideology: The Changing Place of Women in America," in Robert J. Lifton, ed., WOMAN IN AMERICA (1964)

Revolt/Part II

Aileen Kraditor, UP FROM THE PEDESTAL, pp. 183-193

The Problem of Leisure in American Society - Reformism

John Russmaniere, "Cultural Hybrid in the Slums: The College Woman and the Settlement House, 1889-1894," AMERICAN QUARTERLY, 22 (Spring 1970)
Leonard Reissman, "Class, Leisure and Social Participation," AMERICAN SOCIOLOGICAL REVIEW, 19 (February 1954)

The Problem of Leisure in American Society - Despair

Kate Chopin, THE AWAKENING (1899)
Betty Friedan, THE FEMININE MYSTIQUE, Chapter 10

What roles have women assumed as a result of their leisure time? Consider the range and limitations of those roles. How do women's volunteer roles differ from men's? Are leisure time patterns the same for all classes and groups of women? What other variables influence those patterns?

background materials:

Autobiographies of Social Settlement Workers

Jane Addams, TWENTY YEARS AT HULL HOUSE (1910)
_____, SECOND TWENTY YEARS AT HULL HOUSE (1930)
Louise DeKoven Bowen, GROWING UP WITH THE CITY (1926)
_____, OPEN WINDOWS (1946)
Mary Anderson, WOMEN AT WORK (1951)
Alice Hamilton, EXPLORING THE DANGEROUS TRADES (1943)
Florence Kelley, four articles in SURVEY GRAPHIC: October 1, 1926; February 1, 1927; April 1, 1927; June 1, 1927
Mary White Ovington, THE WALLS CAME TUMBLING DOWN (1947)
Mary Simkovitch, NEIGHBORHOOD (1938)
_____, HERE IS GOD'S PLENTY (1949)
Goldie Tuvin Stone, MY CARAVAN OF YEARS (1945)
Lillian Wald, HOUSE ON HENRY STREET (1915)
_____, WINDOWS ON HENRY STREET (1945)

Other Sources on Middle Class Women

Mary Deland, "The Change in the Feminine Ideal," ATLANTIC, 105 (March 1910)
Gertrude Atherton, "The Woman in Love," HARPER'S BAZAAR, 44 (May 1910)
Inez Haynes Gillmore, "Confessions of an Alien," HARPER'S BAZAAR, 46 (April 1910)
Charlotte Perkins Gilman, "The Breakdown," in THE AUTOBIOGRAPHY OF CHARLOTTE PERKINS GILMAN (1935)
Alice James, AN AUTOBIOGRAPHY

HISTORY OF WOMEN IN THE UNITED STATES (continued)

Female Sexuality: Prostitution

Nell Kimball, HER LIFE AS AN AMERICAN MADAM (1970)
Kate Coleman, "Carnal Knowledge: A Portrait of Four Hookers," RAMPARTS (December 1971)

Was Nell Kimball a typical prostitute? What reasons does she give for the prostitution life style? What is the relationship between the existence of prostitution and the dominant views of women's place in society?

background materials

Davis Kingsley, "The Sociology of Prostitution," AMERICAN SOCIOLOGICAL REVIEW, 2 (1937)
Aaron Macy Powell, REGULATION EFFORTS IN AMERICA (1878)
William Sanger, A HISTORY OF PROSTITUTION (1937)
Emma Goldman, "The Traffic in Women," in ANARCHISM AND OTHER ESSAYS (1917)
Robert Riegel, "Changing American Attitudes Toward Prostitution: 1800-1920," JOURNAL OF THE HISTORY OF IDEAS, 29 (1969)
Egal Feldman, "Prostitution, the Alien Woman, and the Progressive Imagination, 1910-1915," AMERICAN QUARTERLY, 19 (1967)
Charles Washburn, COME INTO MY PARLOR: A BIOGRAPHY OF THE ARISTOCRATIC EVERLEIGH SISTERS OF CHICAGO
Glen Petrie, A SINGULAR INIQUITY: THE CAMPAIGNS OF JOSEPHINE BUTLER (1971)

Birth and Population Control Movements

Margaret Sanger, MOTHERHOOD IN BONDAGE (1928); read a sampling of letters
lecture on the relationship between the birth control movement and the eugenics movement

How would you assess the impact of birth control on women's lives?

For background see the bibliography in David Kennedy's book, BIRTH CONTROL IN AMERICA (1970).

Working Class Women in America

REPORT ON THE CONDITION OF WOMAN AND CHILD WAGE-EARNERS IN THE U.S.
selected sections to be announced
Elinor Langor, INSIDE THE NEW YORK TELEPHONE COMPANY, NEFP Pamphlet
lecture on working class women in the late 19th and early 20th centuries

What problems do women workers face? How do they differ from problems male workers face in this society? How much progress have women made in job opportunities?

background materials:

Classic Studies of Women Workers

Joseph Hill, WOMEN IN GAINFUL OCCUPATIONS, 1870-1920 (1929)
Katherine Anthony, MOTHERS WHO MUST EARN (1914)
Ruth True, THE NEGLECTED GIRL (1914)
Robert Coit Chapin, THE STANDARD OF LIVING AMONG WORKINGMEN'S FAMILIES IN NEW YORK CITY (1909)
Edward Calbury, M.C. Matheson & George Shann, WOMEN'S WORK AND WAGES (1907)
Sue A. Clark & Edith Wyatt, MAKING BOTH ENDS MEET (1911)

HISTORY OF WOMEN IN THE UNITED STATES (continued)

Margaret Byington, HOMESTEAD: HOUSEHOLDS OF A MILL TOWN (1910)
Elizabeth B. Butler, WOMEN AND THE TRADES: PITTSBURGH, 1907-1908 (1909)
_____, SALESWOMEN IN MERCANTILE STORES: BALTIMORE, 1909 (1912)
Grace Hutchins, WOMEN IN MODERN INDUSTRY
Helen Campbell, PRISONERS OF POVERTY: WOMEN WAGE-EARNERS, THEIR TRADES AND THEIR LIVES (1887).
Annie Macleon, WAGE-EARNING WOMEN (1910)
Gwendolyn S. Hughes, MOTHERS IN INDUSTRY: WAGE-EARNING BY MOTHERS IN PHILADELPHIA (1925)
Elizabeth F. Baker, TECHNOLOGY AND WOMAN'S WORK (1964)
Carroll Davidson Wrights, THE WORKING GIRLS OF BOSTON (1889)
A. Ramsey MacDonald, ed., WOMEN IN THE PRINTING TRADES: A SOCIOLOGICAL STUDY (1904)

Women and Trade Unions

Teresa Wolfson, THE WOMAN WORKER AND THE TRADE UNIONS (1926)
Alice Henry, WOMAN AND THE LABOR MOVEMENT (1923)
_____, THE TRADE UNION WOMAN (1915)
Mary Dreier, MARGARET DREIER ROBINS: HER LIFE, LETTERS AND WORK (1950)
Gladys Boone, THE WOMEN'S TRADE UNION LEAGUES IN GREAT BRITAIN AND THE UNITED STATES (1942)

Autobiographies of Women Workers

Mary Anderson, WOMEN AT WORK (1951)
Agnes Nestor, WOMAN'S LABOR LEADER: AUTOBIOGRAPHY OF AGNES NESTOR (1954)
Rose Schneiderman, ALL FOR ONE (1967)

The Impact of War on Women

Mary Chesnutt, DIARY FROM DIXIE
NEGRO WOMEN WORKERS, Women's Bureau Bulletin #20
Katherine Archibald, WARTIME SHIPYARD, A STUDY OF SOCIAL DISUNITY

For class discussion, interview a female family member, a neighbor, or friend about the impact of war on her life. Consider how her normal routine as worker or housewife changed during wartime. Write up the experience. If appropriate, you may discuss your own wartime experience.

background materials:

American Revolution

E. Commetti, "Women in the American Revolution," NEW ENGLAND QUARTERLY, 20 (1943)

Civil War

Mary Elizabeth Massey, BONNET BRIGADES (1966)
Mary Wells, CIVIL WAR LETTERS OF A WISCONSIN VOLUNTEER (1972)
Louisa May Alcott, HOSPITAL SKETCHES (1863)

HISTORY OF WOMEN IN THE UNITED STATES (continued)

World War I

Ida Clyde Clarke, AMERICAN WOMEN AND THE WORLD WAR (1918)
Amy Hewes, WOMEN AS MUNITIONS WORKERS: A STUDY OF CONDITIONS IN BRIDGEPORT (1917)
Helen Fraser, WOMEN AND WAR WORK (1918)
Harriet Stanton Blatch, MOBILIZING WOMEN-POWER (1918)
PROPOSED EMPLOYMENT OF WOMEN DURING THE WAR (1918) Women's Bureau Bulletin #
THE NEW POSITION OF WOMEN IN AMERICAN INDUSTRY (1920) Women's Bureau Bulletin #
Jane Lang Scheiber and Harry Scheiber, "The Wilson Administration and the Wartime Mobilization of Black Americans, 1917-1918," LABOR HISTORY, 10 (Summer 1969)
Henry Blumenthal, "Woodrow Wilson and the Race Question," JOURNAL OF NEGRO HISTORY, 48 (January 1963)
George Haynes, THE NEGRO WORK DURING THE WAR AND DURING RECONSTRUCTION (1921)

World War II

Women's Bureau Bulletins #189-211

The Women's Liberation Movement

read some essays in any anthology of current feminist literature

What's the movement about? Who is involved and who isn't? What are the insights and limitations of the movement?

Course Requirements: term paper, final exam

Enrollment: 35 women

HISTORY OF WOMEN IN THE UNITED STATES
History 888
Maurine Greenwald, Instructor of History

Students will study women as a group and as members of different classes from colonial times to the present. The course will emphasize women's work and family roles, involvement in reform and radical movements and contributions to community building. Some working knowledge of American History would be helpful, though not absolutely necessary, for understanding the course materials.

Introduction

Colonial America - Seventeenth Century

Edmund Morgan, PURITAN FAMILY
John Demos, LITTLE COMMONWEALTH
Lorenzo Greene, THE NEGRO IN COLONIAL NEW ENGLAND, Chapter 8

Colonial America - Eighteenth Century

excerpts from Pennsylvania women's diaries and letters

background materials:

Marriage and Divorce

Herbert Moller, "Sex Composition and Corresponding Culture Patterns of Colonial America," WILLIAM AND MARY QUARTERLY, 2 (April 1945)
Chilton Powell, "Marriage in Early New England," NEW ENGLAND QUARTERLY, 1 (1928)
Matteo Spalletta, "Divorce in Colonial New York," NEW YORK HISTORICAL QUARTERLY (1955)
Guion Johnson, "Courtship and Marriage Customs in Ante-bellum North Carolina," NORTH CAROLINA HISTORICAL REVIEW, 8 (1931)

Domestic Patterns

Philip Greven, "Family Structure in 17th Century Andover, Massachusetts," WILLIAM AND MARY QUARTERLY, 3rd series, 23 (April 1966)
Philip Greven, FOUR GENERATIONS: POPULATION, LAND AND FAMILY IN COLONIAL ANDOVER, MASSACHUSETTS (1970)
Edmund Morgan, VIRGINIANS AT HOME: FAMILY LIFE IN THE EIGHTEENTH CENTURY

Frontier Life

Horace Adams, "A Puritan Wife on the Frontier," MISSISSIPPI VALLEY HISTORICAL REVIEW, 27 (1941)
Dee Brown, GENTLE TAMERS (1958)
William Fowler, WOMEN ON THE FRONTIER (1879)

Legal Status

Robert B. Morris, "Women's Legal Rights," STUDIES IN THE HISTORY OF AMERICAN LAW (1930)
E.M. Boatwright, "The Political and Legal Status of Women in Georgia, 1783-1860," GEORGIA HISTORICAL QUARTERLY, 25 (April 1941)
M.R. Cobblestick, "Property Rights of Women in Puritan New England," in G.P. Murdock, STUDIES IN THE SCIENCE OF SOCIETY (1937)

HISTORY OF WOMEN IN THE UNITED STATES (continued)

Classics

Julia Cherry Spruill, WOMEN'S LIFE AND WORK IN THE SOUTHERN COLONIES (1938)
Elizabeth Dexter, CAREER WOMEN OF AMERICA, 1776-1840 (1950)
Elizabeth Dexter, COLONIAL WOMEN OF AFFAIRS: WOMEN IN BUSINESS AND PROFESSIONS IN AMERICA BEFORE 1776 (1924)
Mary Benson, WOMEN IN EIGHTEENTH CENTURY AMERICA: A STUDY OF OPINION AND SOCIAL USAGE (1935)
Alice M. Earle, STAGE-COACH AND TAVERN DAYS (1900)

Historical journals bearing on this period include WILLIAM AND MARY QUARTERLY, and most of the state historical journals for the east coast.

The Early Industrial Period/Part I

lecture on medical views of women in early 19th century
Louisa May Alcott, LITTLE WOMEN (1868)

background materials:

The Problem of Ladyhood

Barbara Welter, "The Cult of True Womanhood, 1820-1860," AMERICAN QUARTERLY, 18 (Summer 1966)
Glenda Gates Riley, "The Subtle Subversion: Changes in the Traditionalist Image of the American Woman," HISTORIAN, 32 (February 1970)
Barbara Welter, "Anti-Intellectualism and the American Woman, 1800-1860," MID-AMERICA, 48 (October 1966)
Norman Mezvinsky, "An Idea of Female Superiority," MIDCONTINENT AMERICAN STUDIES JOURNAL, 2 (Spring 1961)
William Bridges, "Family Patterns and Social Values in America, 1825-1875," AMERICAN QUARTERLY, 17 (1965)
Ronald W. Hogeland, "The Female Appendage; Feminine Life Styles in America, 1820-1860," CIVIL WAR HISTORY, 17 (June 1971)
Anne Firor Scott, THE SOUTHERN LADY, 1830-1930 (1970)
William Robert Taylor, CAVALIER AND YANKEE (1961)
Anne Kuhn, THE MOTHER'S ROLE IN CHILDHOOD EDUCATION (1947)
Helen Papashivily, ALL THE HAPPY ENDINGS (1956)

The Early Industrial Period/Part II

lecture on Lowell, Massachusetts; documents on Lowell on reserve in Hillman Library
B.A. Botkin, LAY MY BURDEN DOWN

background materials:

Factory Labor

E.P. Thompson, "Time, Work-Discipline, and Industrial Capitalism," PAST AND PRESENT (December 1967)
Gerda Lerner, "The Lady and the Mill-Girl," MIDCONTINENT AMERICAN STUDIES JOURNAL, 10 (1969)
Harriet Robinson, LOOM AND SPINDLE, OR LIFE AMONG THE EARLY MILL GIRLS (1898)
Norman Ware, THE INDUSTRIAL WORKER, 1840-1860 (1924)
Edith Abbott, WOMEN IN INDUSTRY (1910)
Henry A. Miles, LOWELL AS IT WAS, AND IS (1846)

HISTORY OF WOMEN IN THE UNITED STATES (continued)

Slave Labor

E. Lander, "Slave Labor in South Carolina Cotton Mills," JOURNAL OF NEGRO HISTORY, 38 (1953)
Eugene Genovese, "American Slaves and their History," in IN RED AND BLACK: MARXIAN EMPLORATIONS IN SOUTHERN AND AFRO-AMERICAN HISTORY (1971)
Eugene Genovese, THE POLITICAL ECONOMY OF SLAVERY (1967)
Robert S. Starobin, INDUSTRIAL SLAVERY IN THE OLD SOUTH (1970)

The Woman Movement - Early Stirrings

Aileen Kraditor, MEANS AND ENDS IN AMERICAN ABOLITIONISM (1969)
"Declaration of Sentiments and Resolutions, Seneca Falls Convention" and "Woman and Government," both in Aileen Kraditor (ed.), UP FROM THE PEDESTAL

background materials:

Eleanor Flexnor, CENTURY OF STRUGGLE (1958)
Alan Grimes, THE PURITAN ETHIC AND WOMAN SUFFRAGE (1967)
Aileen Kraditor, THE IDEAS OF THE WOMAN SUFFRAGE MOVEMENT, 1890-1920 (1965)
William O'Neill, THE WOMAN MOVEMENT (1969)
_____, EVERYONE WAS BRAVE: THE RISE AND FALL OF AMERICAN FEMINISM (1969)
_____, "Feminism as a Radical Ideology," in Alfred Young (ed), DISSENT: EXPLORATIONS IN THE HISTORY OF AMERICAN FEMINISM (1968)
Anne Scott, "After Suffrage: Southern Women in the Twenties," JOURNAL OF AMERICAN HISTORY, 30 (August 1964)
Carl Degler, "Revolution without Ideology: The Changing Place of Women in America," in Robert J. Lifton (ed.), WOMAN IN AMERICA (1964)

From the Civil War to the Vote - Two Responses to Leisure

Reformism

John Rusmaniere, "Cultural Hybrid in the Slums: The College Woman and the Settlement House, 1889-1894," AMERICAN QUARTERLY, 22 (Spring 1970)

Despair

Kate Chopin, THE AWAKENING (1899)

background materials:

Autobiographies of Social Settlement Workers

Jane Addams, TWENTY YEARS AT HULL HOUSE (1910)
_____, SECOND TWENTY YEARS AT HULL HOUSE (1930)
Louise DeKoven Bowen, GROWING UP WITH THE CITY (1926)
_____, OPEN WINDOWS (1946)
Mary Anderson, WOMEN AT WORK (1951)
Alice Hamilton, EXPLORING THE DANGEROUS TRADES (1943)
Florence Kelley, four articles in SURVEY GRAPHIC: October 1, 1926; February 1, 1927; April 1, 1927; June 1, 1927
Mary White Ovington, THE WALLS CAME TUMBLING DOWN (1947)
Mary Simkovitch, NEIGHBORHOOD (1938)
_____, HERE IS GOD'S PLENTY (1949)
Goldie Tuvin Stone, MY CARAVAN OF YEARS (1945)
Lillian Wald, HOUSE ON HENRY STREET (1915)
_____, WINDOWS ON HENRY STREET (1945)

Other sources on middle class women

Mary Deland, "The Change in the Feminine Ideal," ATLANTIC, 105 (March 1910)
Gertrude Atherton, "The Woman in Love," HARPER'S BAZAAR, 44 (May 1910)
Inez Haynes Gillmore, "Confessions of an Alien," HARPER'S BAZAAR, 46 (April 1910)
Charlotte Perkins Gilman, "The Breakdown," in THE AUTOBIOGRAPHY OF CHARLOTTE PERKINS GILMAN (1935)

Working Class Woman

lecture on working class women and the National Women's Trade Union League
selected sections of REPORT ON THE CONDITION OF WOMAN AND CHILD WAGE-EARNERS IN THE UNITED STATES

background materials:

Classic studies of women workers

Joseph Hill, WOMEN IN GAINFUL OCCUPATIONS, 1870-1920 (1929)
Katherine Anthony, MOTHERS WHO MUST EARN (1914)
Ruth True, THE NEGLECTED GIRL (1914)
Robert Coit Chapin, THE STANDARD OF LIVING AMONG WORKINGMEN'S FAMILIES IN NEW YORK CITY (1909)
Edward Calbury, M.C. Mathesan & George Shann, WOMEN'S WORK AND WAGES (1907)
Sue A. Clark & Edith Wyatt, MAKING BOTH ENDS MEET (1911)
Margaret Byington, HOMESTEAD: HOUSEHOLDS OF A MILL TOWN (1910)
Elizabeth B. Butler, WOMEN AND THE TRADES: PITTSBURGH, 1907-1908 (1909)
_____, SALESWOMEN IN MERCANTILE STORES: BALTIMORE, 1909 (1912)
Grace Hutchins, WOMEN IN MODERN INDUSTRY
Helen Campbell, PRISONERS OF POVERTY: WOMEN WAGE-EARNERS THEIR TRADES AND THEIR LIVES (1887)
Annie Macleon, WAGE-EARNING WOMEN (1910)
Gwendolyn S. Hughes, MOTHERS IN INDUSTRY: WAGE-EARNING BY MOTHERS IN PHILADELPHIA (1925)
Elizabeth F. Baker, TECHNOLOGY AND WOMAN'S WORK (1964)
Carrol Davidson Wrights, THE WORKING GIRLS OF BOSTON (1889)
J. Ramsey MacDonald, ed., WOMEN IN THE PRINTING TRADES: A SOCIOLOGICAL STUDY (1904)

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Alice Henry, WOMAN AND THE LABOR MOVEMENT (1923)
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Agnes Nestor, WOMAN'S LABOR LEADER: AUTOBIOGRAPHY OF AGNES NESTOR (1954)
Rose Schneiderman, ALL FOR ONE (1967)

HISTORY OF WOMEN IN THE UNITED STATES (continued)

Female Sexuality in the "Progressive" Period

Prostitution
Nell Kimball, HER LIFE AS AN AMERICAN MADAM (1970)

Birth Control
lecture on the relationship between the birth control movement and the eugenics movement. The question: birth control, in whose interest?
read some letters from Margaret Sanger, MOTHERHOOD IN BONDAGE (1928)

background materials:

Prostitution

Davis Kingsley, "The Sociology of Prostitution," AMERICAN SOCIOLOGICAL REVIEW, 2 (1937)
Aaron Macy Powell, REGULATION EFFORTS IN AMERICA (1878)
William Sanger, A HISTORY OF PROSTITUTION (1937)
Emma Goldman, "The Traffic in Women," in ANARCHISM AND OTHER ESSAYS (1917)
Robert Riegel, "Changing American Attitudes Toward Prostitution: 1800-1920," JOURNAL OF THE HISTORY OF IDEAS, 29 (1969)
Egal Feldman, "Prostitution, the Alien Woman, and the Progressive Imagination: 1910-1915," AMERICAN QUARTERLY, 19 (1967)
Charles Washburn, COME INTO MY PARLOR: A BIOGRAPHY OF THE ARISTOCRATIC EVERLEIGH SISTERS OF CHICAGO
Glen Petrie, A SINGULAR INIQUITY: THE CAMPAIGNS OF JOSEPHINE BUTLER (1971)

Birth Control

for sources on birth control consult the bibliography in David Kennedy's book BIRTH CONTROL IN AMERICA (1970)

The Impact of War on Women

lecture on the totality of war
Anne Scott, THE SOUTHERN LADY, Chapter on the Civil War
Emmett J. Scott, ed., "Letters of Negro Migrants of 1916-1918," THE JOURNAL OF NEGRO HISTORY, 4 (July 1919)
"Additional Letters . . .," same source

background materials:

American Revolution

E. Commetti, "Women in the American Revolution," NEW ENGLAND QUARTERLY, 20 (1943)

Civil War

Mary Elizabeth Massey, BONNET BRIGADES (1966)
Mary Wells, CIVIL WAR LETTERS OF A WISCONSIN VOLUNTEER (1972)
Louisa May Alcott, HOSPITAL SKETCHES (1863)

World War I

Ida Clyde Clarke, AMERICAN WOMEN AND THE WORLD WAR (1918)
Amy Hewes, WOMEN AS MUNITIONS WORKERS: A STUDY OF CONDITIONS IN BRIDGEPROT (1917)
Helen Fraser, WOMEN AND WAR WORK (1918)
Harriet Stanton Blatch, MOBILIZING WOMEN-POWER (1918)
PROPOSED EMPLOYMENT OF WOMEN DURING THE WAR (1918) Women's Bureau Bulletin #
THE NEW POSITION OF WOMEN IN AMERICAN INDUSTRY (1920) Women's Bureau Bulletin #

HISTORY OF WOMEN IN THE UNITED STATES (continued)

Jane Lang Scheiber and Harry Scheiber, "The Wilson Administration and the Wartime Mobilization of Black Americans, 1917-1918," LABOR HISTORY, 10 (Summer 1969)
Henry Blumenthal, "Woodrow Wilson and the Race Question," JOURNAL OF NEGRO HISTORY, 48 (January 1963)
George Haynes, THE NEGRO WORK DURING THE WAR AND DURING RECONSTRUCTION (1921)

World War II

Women's Bureau Bulletins #189-211

The Black Family: A Question of Definition

John H. Bracey, Jr., August Meier, and Elliott Rudwick, eds., BLACK MATRIARCHY: MYTH OR REALITY? (1971)
Joyce Ladner, TOMORROW'S TOMORROW (1971)
Ulf Hannerz, SOULSIDE: INQUIRIES INTO GHETTO CULTURE AND COMMUNITY (1969)

background materials:

Studies on Black life conducted between 1899 and 1915

W.E.B. DuBois, PHILADELPHIA NEGRO (1899)
Ray Stannard Baker, FOLLOWING THE COLOR LINE (1908)
R.R. Wright, Jr., THE NEGRO IN PENNSYLVANIA (1908)
Mary White Ovington, HALF A MAN: THE STATUS OF THE NEGRO IN NEW YORK (1911)
George Edmund Haynes, THE NEGRO AT WORK IN NEW YORK CITY (1912)
Louise DeKoven Bowen, THE COLORED PEOPLE OF CHICAGO (1913)
Frank U. Quillin, THE COLOR LINE IN OHIO (1913)
William A. Crossland, INDUSTRIAL CONDITIONS AMONG NEGROES IN ST. LOUIS (1914)
John Daniel, IN FREEDOM'S BIRTHPLACE: A HISTORY OF THE BOSTON NEGRO (1914)
Frances Blascoer, COLORED SCHOOL CHILDREN IN NEW YORK (1915)

Recent studies on Black women

Gerda Lerner, ed., BLACK WOMEN IN WHITE AMERICA (1972)
Toni Cade, ed., THE BLACK WOMAN: AN ANTHOLOGY (1970)
Josephine Carson, SILENT VOICES: THE SOUTHERN NEGRO WOMAN TODAY (1969)

Course Requirements: term project, final exam

Enrollment: 22 women/3 men

THE COORDINATOR'S REPORT TO THE BOARD OF TRUSTEES
November 22, 1972

The Women Studies Program officially began in September 1972, as a result of a resolution passed by the Senate of the Faculty of Arts and Sciences in October of 1971. The Program has been instituted to meet the widespread need and interest that had been demonstrated by the steady enrollment in several courses relating to women that had been offered in CAS, English, History and Comparative Literature during the last three years. The Program is inter-disciplinary and is currently staffed by an administrative aide (1/2-time) and three one-third faculty positions. Each faculty member has a two-thirds appointment in an FAS department - presently in History, Social Psychology and English. The Coordinator of the Program for 1972-73 is the faculty member whose joint appointment is in English.

In Fall 1972, we are offering six courses - Freshman Studies 28, Biology 111, English 139, English 832, History 188 and History 888 - with a total enrollment of 225 female and male students. In Winter 1973, we are offering fourteen courses with an anticipated enrollment of 420 students. The majority of these courses were filled to capacity in the early weeks of registration.

We have, at present, no instructional budget beyond the three one-third faculty positions. The additional courses are offered by faculty members of other existing departments and are dependent on the good will and availability of faculty time within those departments.

We operate in a small office - 1012 Cathedral of Learning - with a budget of less than $3,000 for 1972-73 to cover the costs of supplies, travel to professional meetings, educational equipment and film.

Because we are a new Program, we are working on defining and developing the philosophy and structure of this new academic discipline. Because of our very limited staff, we are eager to fill the remaining two joint appointments which were granted to the Program in the Senate resolution of October 1971, and which would bring our total to five one-third faculty positions. We work at present with a small, but dedicated number of student, staff and faculty volunteers to develop

our curriculum and the nature of our academic discipline. It is clear, however, that volunteer service is not sufficient to meet the needs of a new program. Volunteer efforts have been a necessary precondition to establishing the Program, but they are not adequate for long-term development.

Our primary goal at this time, therefore, is to establish a sound and rigorous academic discipline, with a small core of courses taught by faculty members having a joint appointment in Women Studies. In order to develop a range of elective courses, we want to encourage interested faculty in departments such as Economics, Anthropology, Foreign Languages and Literatures, Sociology and Political Science to introduce Women Studies courses in their home departments. Such courses would explore the identity, history and roles of women in our society as they relate to each specific discipline.

In addition to serving the needs and interests of the regular full-time students, we are developing courses to meet the needs of the part-time student in the School of General Studies. There we have already discovered substantial interest. In the long-range, we anticipate working more with students in Continuing Education and in Informal Courses offered through the School of General Studies.

The University of Pittsburgh Women Studies Program is one among several such programs in the United States. Pittsburgh, along with Barnard, Cornell, Goddard, SUNY at Buffalo, and University of Washington, have been in the forefront of developing this new academic discipline. In the surrounding local community the University of Pittsburgh is regarded as the leader in organizing curriculum for women. The cooperating women faculty of Women Studies at the university are highly respected for their academic accomplishments. With the moral and financial support of the university, we believe we can develop a program of national renown.

We have had many requests from faculty and students to develop both an undergraduate and a graduate major in Women Studies. With our present staff we are barely able to meet the initial demands of a new academic program. We estimate that each part-time faculty member spends about forty hours a week doing the work that is supposedly

equivalent to one-third of her salaried time. A new academic discipline demands extensive research, the development of new courses and long hours of planning and consultation.

Our most serious problems, therefore, are that we need more faculty members with joint appointments, another full-time secretary, larger office space, an instructional budget, and an increased educational budget for materials and conferences.

We are, as stated above, heavily dependent on established university departments. We need a guarantee that at least five faculty can be "loaned" from various departments to teach courses for Women Studies on a regular basis, for instance, one course every academic year. There are many precedents for this procedure within the university.

For the future, we intend to accomplish several goals:

1) formal recognition of the need to consider the role of women in every academic discipline;
2) a well-coordinated, inter-disciplinary program in Women Studies;
3) a democratic structure to run the Program; and
4) an institute for interdisciplinary research on women, teaching seminars on Women Studies, visiting research fellowships and oral history projects.

APPENDICES

PROPOSAL FOR WORKSHOPS ON WOMEN AND EDUCATION

BOOKS ORDERED FOR WOMEN STUDIES THROUGH HILLMAN LIBRARY

December 1, 1972

A PROPOSAL FOR WORKSHOPS ON WOMEN AND EDUCATION

The following proposal is open for suggestions and modifications and is pending approval of the Steering Committee of the Women Studies Program, University of Pittsburgh. All questions and comments should be directed to:

Susan McColl
Women Studies Program
1012 Cathedral of Learning
University of Pittsburgh

* * * * * * * * * * *

Sexism is firmly entrenched in our society, and its educational system reflects and perpetuates this bias. While general public awareness of sexism has increased in the last few years, the educational institutions and the persons who run them have not changed.

Change has not come about in our educational system because of bureaucratic inertia. More significant, however, is that many persons are not aware of the extent of sexual discrimination in the classroom and its far-reaching effects. Furthermore, the few teachers and administrators who are concerned about reducing such discrimination lack channels of communication with each other.

Because of its reinforcement of society's rigid social roles for the sexes, education can be considered as a force contributing to the underutilization of the nation's human resources, at the same time its goals include improving the quality of available labor. Sexual discrimination has also been considered a major contributor to many neurotic illnesses in women and men. In a society such as ours, whose stability is verging on chaos, improvement in community and individual mental health is much needed. Finally, discrimination by sex is in direct opposition to the precepts of equality and equal opportunity which our society espouses.

Public education is a complex system made up of various groups: teachers, parents, students, administrators and the taxpaying public which supports it. Since there is a strong polarization among these groups due to long-standing differences, as exemplified by teacher strikes and student walk-outs, it would be impossible to effect permanent or significant change within the system without the cooperation of individuals from all these groups.

Change can best be effected through individuals in all groups cooperatively working to change their own behavior, as well as to exercise their vote in group decisions.

The Women Studies Program, in cooperation with other Pittsburgh institutions of higher education, proposes to develop a program which would help persons in the education process to:

1) become aware of sexual biases in themselves and others;

2) develop positive sexual attitudes within the local school systems; and

3) establish communication channels on an individual and small group basis.

Such a program might be administered through the Pittsburgh Council on Higher Education. If successful, it could serve as an attitude-changing model for other communities across the nation.

The aim of the program would be educational, on a personal and group basis. We believe that once individual teachers are aware of the effects of their own discriminatory practices and are provided with realistic alternative teaching patterns, they will do much to improve the atmosphere in their own classrooms. Similarly, administrators and parents who are informed of the available alternatives will be able to evaluate better the existing education programs and to take an active role in determining new directions which are more constructive. Such information is currently not available to individuals in Pittsburgh, but would be available through the program outlined below.

Although an educational program may not be as dramatic as concerted political action, it is still extremely vital for effecting social change. As the civil rights movement of the sixties has shown, changing laws and changing one's own and others' behavior go side by side in the struggle for equality.

The program would be made up of two phases. Phase I would consist of a series of workshops to widen public interest and give a common background to those participating. The workshops would develop from general group meetings with speakers, films, etc., towards smaller group discussions where the individual members determine the course of the meetings. Resource persons would be available at the workshops for the small groups, and the small groups would be carefully constituted to include a variety of individual backgrounds. Each small group would have at least one discussion leader who has in-depth knowledge of the Pittsburgh public education system and who has experience in leading discussions on sex bias.

Topics which might be the focus of the workshops are:

Institutional Sexism

How Women and Men View Success and Failure

Sexism in Counseling

Children and the Changing Roles of Women

Radical Critique of the Educational Process

Sexism in Textbooks

Pennsylvania State Department of Education and the Pennsylvanians for Women's Rights "Plan to End Sexism in Public Schools"

The Teacher as a Professional Model for Children

Women and the Arts

The Oppressed Woman and the University

Women in Theater

The workshops would be open to the public; attendance would be solicited from members of the teaching profession, administrators, students, parents and taxpayers in the greater Pittsburgh area. Stipends would be paid to all participants, so that attendance is not determined by economic concerns.

The workshops would be divided into primary, secondary and higher education. They would take place in January, February and March of 1974. Initial plans would be to handle a maximum of 100 persons per workshop; if response is greater, additional workshops could be scheduled.

Phase II would include continued meetings of those small groups which chose to remain active after the close of the workshops. The staff would continue to give leadership and material support to these groups on a regular basis. The small groups' discussions would continue to center around books, selected readings, movies, etc., which the participants would have seen or read. If groups chose to become active in making recommendations and suggestions to the educational system, the staff would assist them in contacting those in power.

Ideally, such a program would run over several years. Due to its experimental nature, however, we are asking for funding and review on an annual basis. The budget which follows is for one year and is based on the assumption that half of the small groups developed in the workshops would continue to meet for the remainder of the year. The training session for discussion leaders would be for two one-day periods, or the equivalent, in December 1973.

BUDGET

Training Session for Discussion Leaders	*$ 1,000*
Three Workshops (three days each, or equivalent)	
space rental	*3,000*
speakers	*6,000*
equipment, projectors, etc.	*3,000*
stipends ($25 per day per person)	*24,000*
Visual Aids (movies, etc.)	*2,000*
Reading Materials	*5,000*
Staff Salaries	
technical aide, full-time	*6,000*
director, full-time	*10,000*
discussion leaders (10 maximum)	*20,000*
Office Rent	*2,000*
	$ 82,000

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PIONEER WORK IN OPENING THE MEDICAL PROFESSION
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Goldmark, Joesephine
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THE BOOK OF THE SPIRITUAL LIFE
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